

Preschool Children's Engagement in Language Learning through Child-centred Pedagogy



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INTRODUCTION

- Language development is major accomplishment during the preschool years (Bidle, Garcia-Nevarez, Henderson & Velaro 2018)
- Most children develop language skills naturally without any intentional guidance from adults (Essa, 2014)

THEORIES

Interactionist Theorist

- Vygotsky believed that as children develop language, they actively build a symbol system, which helps them to understand the world (Close, 2010).
- Vygotsky emphasis on the effect of social interaction between a child and a linguistically competence adult or peers.
- Piaget believed that cognitive development led to the growth of child language development and child's thinking will determine how child will use language.

STATEMENT OF THE PROBLEM

- A group of school children significantly decline in language acquisition because they do not have a strong foundation in language learning during their preschool years (Iruka, Gardner-Neblett, Mathews & Win, 2014)
- A large number of young Malaysian preschoolers in private settings still learn in traditional, structured classrooms where academic and rote learning take up most of the daily preschool routine (Tee & Mariani 2018).
- Teachers tend to endorse more child-centered practices in theory but employed less of these practices in their classroom (Chin & Nirmala, 2017).

RESEARCH OBJECTIVE

To explore how preschool children learn language with peers when engage in play.

RESEARCH QUESTION

How do preschool children learn language with peers when engage in play?

METHODOLOGY

- Research Approach: qualitative
- Samples: MoE preschool children
- Sampling Technique: purposive sampling
- Method of Data Collection: observation of children and their work samples
- Technique of data collection: video recording
- Observation Tool: anecdotal record
- Validity & Reliability: peers checking, reviewing the data to check emerging themes remain
- Data Analysis – Thematic analysis

FINDINGS

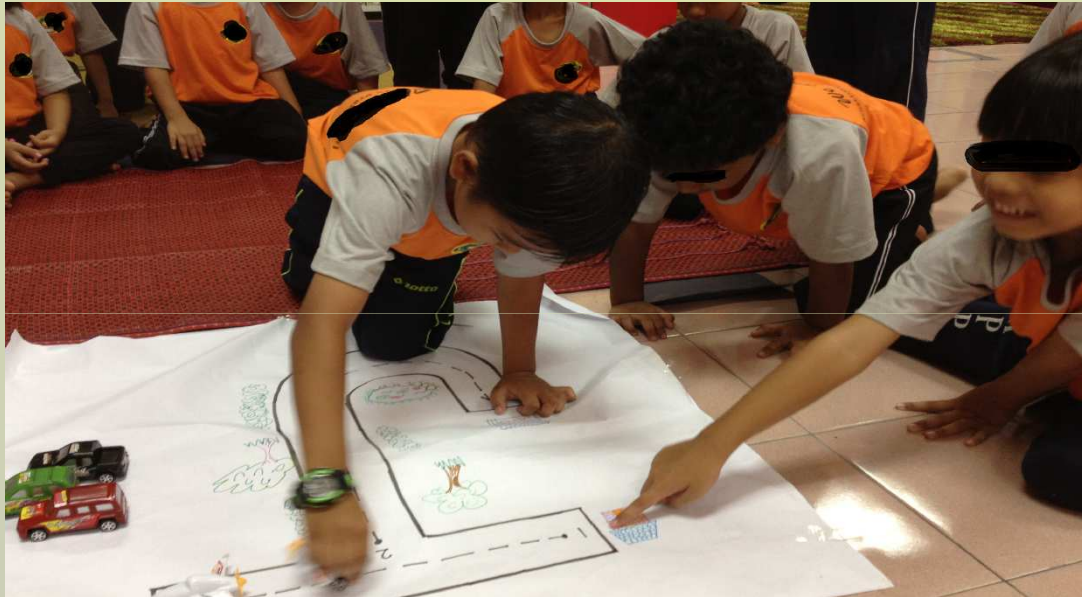


Children used play experience to understand the abstract concept of letters and words



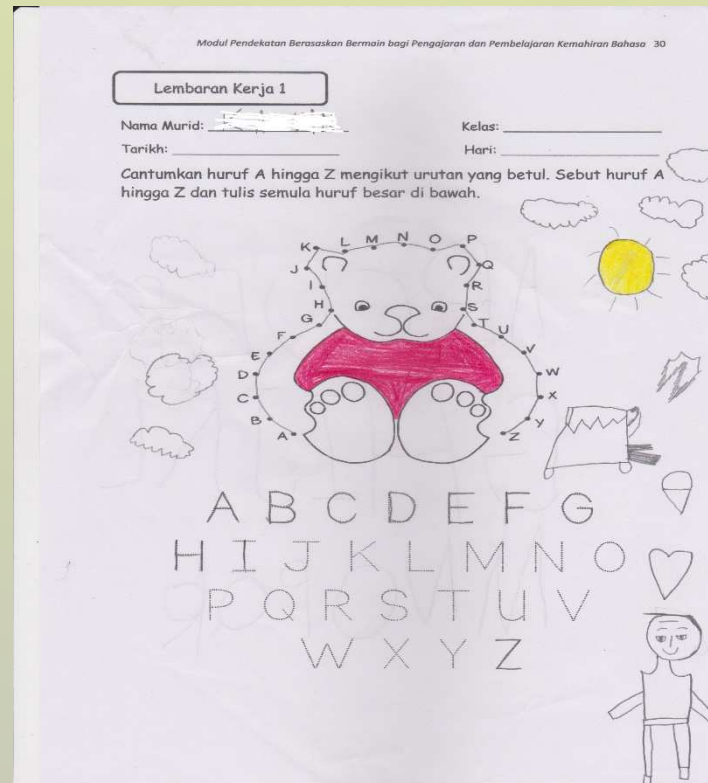
The use of props with letters help children understand the abstract concept of letters and sounds.

Children are found motivated and feel invited to help others



Meaningful learning experience in mixed ability group motivate more competence children to help their friend to learn

Early writing takes place when children expressed their ideas on paper and write real things in their own way and perspectives



A combination of writing and pictures in a child's work sample

DISCUSSION

- Children who experience language with peers when engaged in play, learn language more easily
- Children learn language through the manipulation of objects with print in child-initiated activity
- Children are able to construct their knowledge via interaction with others, in which they can perform more challenging task when assisted by more competent individual

CONCLUSION

- ✓ Learning language is not something what and how teacher does, but that it is a natural process of language acquisition which develop in the child through peers' interaction and objects manipulation through language rich environment.
- ✓ Learning language in group through social interaction teaches children how to work with others and help them to understand the use of language in different context.
- ✓ Knowledge was no longer seen as something transmitted passively to children, but rather was actively constructed by children themselves through concrete experience.

Tell me, I'll forget
Show me, I'll remember
INVOLVE me, I'll understand



Thank You